

DEPARTMENTAL PERFORMANCE GUIDELINES

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

APPROVED BY TENURED FACULTY 29 SEPTEMBER 2010
DATE

DEPARTMENT CHAIR _____
SIGNATURE

REVIEWED BY DEAN _____
SIGNATURE AND DATE

COLLEGE OF Education

DEPARTMENT OF Health, Physical Education and Recreation

PERFORMANCE GUIDELINES

Introduction

This section is to serve as a summary of the more extensive guidelines provided later in this document under the heading “Performance Guidelines, Department of Health, Physical Education and Recreation”. The Department of Health, Physical Education and Recreation (HPER) has established performance guidelines for departmental faculty members. Faculty members are responsible for documenting their performance in teaching; research scholarship, and other creative activities; and service by providing supportive evidence to substantiate entries. These guidelines are intended to provide a global view of activities and practices which reflect “evidence for potential” pursuant to the Assistant Professor rank, “successful experience” pursuant to the Associate Professor rank as well as “established excellence” pursuant to the Professor rank. Candidates may include entries they believe are relevant but which are not specifically mentioned in the following guidelines along with justification for inclusion of each entry. Faculty should provide brief, yet clear and sufficient narrative descriptions to clarify the relevance and significance of entries when an entry is not immediately and easily evaluated by a non-HPER faculty member. Guidelines under each of the three components (teaching; research, scholarship, and other creative activities; and service) reflect those activities expected and commensurate with the faculty member’s rank. It is not expected that a faculty member excels or makes a contribution relevant to all examples listed underneath the three major components. However, it is unacceptable for a faculty member’s contribution relevant to any of the three major components to be lacking entirely. All faculty members are expected without exception to make a meaningful contribution in all three components. It is acknowledged however, that faculty members often excel in one of the three components to a greater degree than the remaining two. Consequently, a faculty member may request a given component be considered more heavily than others when their evaluation is being completed.

Teaching

Guidelines for evaluation of faculty in the area of teaching will be based on evidence of teaching effectiveness and professional development, such as, but not limited to the following:

Assistant Professor

- Teaching evaluations reflect potential for successful classroom instruction.
- Evidence is provided of potential for successful student outcomes.
- Evidence of potential to successfully mentor students.
- Evidence of potential to employ creative and novel models of teaching.
- Evidence of potential in achieving established yearly goals with respect to teaching.
- Peer assessments indicating potential for successful teaching.
- Letters of support.
- Nominations for awards related to teaching.
- Documented efforts of attempts to improve by reflecting and use of feedback from prior teaching experiences.

- Attendance, other than conference, at workshops, forums, etc. purposefully intended as an effort to enhance teaching effectiveness.
- Attendance at local or state conferences or professional meetings aimed at improving teaching effectiveness.
- Teaching or assisting in the development of new courses to improve content or a specific program.
- Evidence of ongoing efforts to enhance teaching effectiveness.
- Evidence of availability to students outside classroom.
- Evidence of efforts to enhance professional credentials relevant to teaching effectiveness.

Associate Professor

- Teaching evaluations should reflect success in classroom instruction.
- Examples are available of successful student outcomes.
- Evidence is available of success in mentoring students.
- Evidence of successful incorporation and use of creative and novel models of teaching.
- Evidence is available of achievement of yearly goals with respect to teaching.
- Peer assessments indicating successful teaching.
- Letters of support.
- Nominations for awards related to teaching.
- Documented efforts are available of improvement by reflecting and use of feedback from prior teaching experiences.
- Attendance, other than conference, at workshops, forums, etc. purposefully intended in an effort to enhance teaching effectiveness.
- Attendance at state or regional conferences or similar professional meetings aimed at improving teaching effectiveness.
- Teaching new courses or development of new courses to improve content or a specific program.
- Evidence of ongoing enhancement of teaching effectiveness.
- Evidence of availability to students outside classroom.
- Attainment/maintenance of professional credentials relevant to teaching effectiveness.

Professor

- Teaching evaluations should indicate excellence in classroom instruction.
- Prominent multiple examples are available of successful student outcomes.
- Multiple examples of successful mentoring of students.
- Multiple examples of successful incorporation and use of creative and novel models of teaching.
- Evidence is clearly available of establishment of challenging yearly goals for teaching as well as achievement of goals.
- Peer assessments indicating excellence in teaching.
- Letters of support.
- Nominations for awards related to teaching.
- Documented evidence of excellence in teaching as a result of reflecting and use of feedback from prior teaching experiences.

- Attendance, other than conference, at workshops, forums, etc. purposefully intended in an effort to enhance teaching effectiveness.
- Attendance at regional or national conferences or other similar professional meetings aimed at improving teaching effectiveness.
- Teaching new courses or playing a leadership role in the development of new courses as part of an effort to improve content or a specific program.
- Evidence of ongoing excellence in teaching effectiveness.
- Evidence of availability to students outside classroom.
- Attainment/maintenance of professional credentials relevant to teaching effectiveness.

Scholarly or Creative Performance

Guidelines for evaluation of faculty in the area of scholarship and creative performance will be based on evidence of research, scholarship, and other creative activities, such as, but not limited to the following:

Assistant Professor

- Professional consulting at the local and /or state level.
- Curriculum development.
- Reviewer for refereed journals, professional programs, etc. at the local and/or state level.
- Member on editorial boards of a professional journal at the local and/or state level.
- Refereed or invited professional presentations at the local and/or state level.
- Published refereed journal articles at the state level.
- Published book.
- Non-refereed journal articles at the local and/or state level.
- Other publications.
- Internal grants, submitted, funded, and/or unfunded.
- Software reviews.
- Patents.
- Awards, honors, citations for scholarship and/or creative activities at the local and/or state level.
- Applied scholarship at the local and/or state level.

Associate Professor

- Professional consulting at the local, state, regional/district level.
- Curriculum development.
- Reviewer for refereed journals, professional programs, etc. at the local, state, and/or regional/district level.
- Member on editorial boards of a professional journal at the local, state, regional/district level.
- Refereed or invited professional presentations at the local, state and/or regional/district level.
- Published refereed journal articles at the regional, district, national level.
- Published book.
- Non-refereed journal articles at the local, state, regional/district, national, and/or international level.
- Other publications.

- Internal and external grants, submitted, funded and/or unfunded.
- Software reviews.
- Patents.
- Awards, honors, citations for scholarship and/or creative activities at the local, state, regional/district level.
- Applied scholarship at the regional, district, national level.

Professor

- Professional consulting at the local, state, regional/district, national, and/or international level.
- Curriculum development.
- Reviewer for refereed journals, professional programs, etc. at the local, state, regional/district, national and/or international level.
- Member on editorial boards of a professional journal at the local, regional/district, national, and/or international level.
- Refereed or invited professional presentations at the regional/district, national and/or international level.
- Published refereed journal articles at the regional/district, national, and/or international.
- Published book.
- Non-refereed journal articles at the local, state, regional/district, national and/or international level.
- Other publications.
- Internal and external grants, submitted and funded.
- Software reviews.
- Patents.
- Awards, honors, citations for scholarship and/or creative activities at the local, state, regional/district, national and/or international level.
- Applied scholarship at the regional/district, national and/or international level.

Service

Guidelines for evaluation of faculty in the area of service will consider the faculty member's expertise and be based on an established record of service activities reflecting a commitment to students, colleagues, departmental, college, university, and community endeavors:

Assistant Professor

- Service to the department/college/university including academic advising and mentoring; enrollment management; committee membership; funded economic development initiatives; sponsor of a student organization; participation in general activities, projects, or task forces organized to promote the general well-being of the university; activities that support the department/college/university missions and goals; and student supervision.
- Service to the profession including participation in activities of professional societies and organizations especially at the local and state level; editor or referee for a local or state journal or publication in the field; referee for a granting agency; consultant or technical

assistant to a professional local or state agency or organization; service to local or state accreditation or certification agencies/organizations; testimony on professional matters to local or state governmental agencies; service to classes intra- or interdepartmental; and service to students, staff, faculty, community.

- Service to community including discipline-related service at the local or state level; performance of professional activities in a field setting; public lectures, workshops, or programs on professional issues to non-professional groups; professional contributions to newspaper, radio, television, or other relevant media outlets; and organization of professionally-related programs at the local or state level.
- Service awards including formal recognition of service at any level within the discipline or that reflects on the general well-being of the discipline, department, college, or university.

Associate Professor

- Service to the department/college/university including academic advising and mentoring; enrollment management; committee membership; funded economic development initiatives; sponsor of a student organization; participation in general activities, projects, or task forces organized to promote the general well-being of the university; activities that support the department/college/university missions and goals; and student supervision.
- Service to the profession including participation in activities of professional societies and organizations at the local, state, or district/regional level; editor or referee for a local, state, or district/regional journal or publication; referee for a granting agency; consultant or technical assistant to a professional local, state, or district/regional agency or organization; service to local, state or district/regional accreditation or certification agencies/organizations; testimony on professional matters to local, state, or district/regional governmental agencies; service to classes intra- or interdepartmental; and service to students, staff, faculty, community.
- Service to community including discipline-related service at the local, state, or district/regional level; performance of professional activities in a field setting; public lectures, workshops, or programs on professional issues to non-professional groups; professional contributions to newspaper, radio, television, or other relevant media outlets; and organization of professionally-related programs, workshops, conferences at the local, state, or regional level.
- Service Awards including formal recognition of service at any level within the discipline or that reflects on the general well-being of the discipline, department, college, or university.

Professor

- Service to the department/college/university including academic advising beyond normal expectations and mentoring; enrollment management; committee membership; funded economic development initiatives; sponsor of a student organization; participation in general activities, projects, or task forces organized to promote the general well-being of the university; other activities that support the department/college/university missions and goals; and student supervision

- Service to the profession including participation in activities of professional societies and organizations, especially through leadership roles and at all levels, from state to international; editor or referee for a journal or publication in the field from state to international levels; referee for a granting agency; consultant or technical assistant to a professional state, district/regional, or national agency or organization; service to state, regional, or national accreditation or certification agencies/organizations; testimony on professional matters to state, district/regional, or national governmental agencies; service to classes intra- or interdepartmental; service to students, staff, faculty, community.
- Service to community including discipline-related service at all levels, from state to international; performance of professional activities in a field setting; public lectures, workshops, or programs on professional issues to non-professional groups; professional contributions to newspaper, radio, television, or other relevant media outlets; and organization of professionally-related programs, workshops, conferences at the state, regional, or national level.
- Service awards including formal recognition of service at any level within the discipline or that reflects on the general well-being of the discipline, department, college, or university.

PERFORMANCE GUIDELINES

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

The Department of Health, Physical Education and Recreation (HPER) outlines performance guidelines for evaluation of departmental faculty members. Guidelines are provided in accordance with the UNA Faculty Handbook (section 2.5). The guidelines address areas of faculty duties: teaching, research, and service. As per 2.5, guidelines are consistent with the purpose and goals of the university and equity of criteria, procedures, and performance standards across the university.

Faculty members are responsible for documenting their performance in teaching; research scholarship, and other creative activities; and service by providing supportive evidence to substantiate entries. The following guidelines are not intended to be all-inclusive. Rather, these guidelines are intended to provide a global view of activities and practices which reflect “evidence for potential” pursuant to the Assistant Professor rank, “successful experience” pursuant to the Associate Professor rank as well as “established excellence” pursuant to the Professor rank as per the UNA Faculty Handbook (2.5.2). Candidates may include entries they believe are relevant but which are not specifically mentioned in the following guidelines along with justification for inclusion of each entry. This allows faculty to elaborate on specific activities important in their evaluation. Faculty should provide brief, yet clear and sufficient narrative descriptions to clarify the relevance and significance of entries when an entry is not immediately and easily evaluated by a non-HPER faculty member. That is, narratives are intended to offer the faculty the opportunity to clarify and convince readers outside the candidate’s discipline of the professional significance of their activities within the HPER Department as well as within sub-disciplines captured under the broad umbrella of HPER.

Guidelines under each of the three components (teaching; research, scholarship, and other creative activities; and service) reflect those activities expected and commensurate with the faculty member’s rank. The guidelines are intended to provide examples of activities and achievements reflecting faculty contributions. Provision of the following guidelines not only provides a non-exhaustive list of examples which help demonstrate component-specific contributions in teaching; research scholarship, and other creative activities; and service but also provides a metric by which faculty may gauge their contributions relative to expectations deemed appropriate for their given rank.

It is not expected that a faculty member excels or makes a contribution relevant to all examples listed underneath the three major components; teaching; research, scholarship, and other creative activities; and service. It is unacceptable for a faculty member’s contribution relevant to any of the three major components to be lacking entirely. However, all faculty members are expected without exception to make a meaningful contribution in all three components (teaching; research scholarship, and other creative activities; and service). It is acknowledged however, that faculty members often excel in one of the three components to a greater degree than the remaining two. Consequently, a faculty member may request a given component be considered more heavily than others when their evaluation is being completed. This request should be clearly indicated in an initial narrative portion of their submission of material documenting their contributions. It is

however re-emphasized that even exceptional performance in any one or two components is not permitted to compensate for gross lack of meaningful contribution in any one or two other areas.

It is acknowledged that some activities are not mutually exclusive to a single component. Some may cross boundaries and be correctly identified as contributions within more than one component. Therefore the following guidelines may be intentionally repetitive in some cases. This permits the faculty member to make a case for specific activities to be considered within more than one component. In such cases, the faculty member may list the activity multiple times within their supporting documentation. However, items listed multiple times should have clear designation indicating dual-listing (use of asterisk with a footnote is suggested).

PERFORMANCE GUIDELINES

Area: Teaching

Assistant Professor

Evaluation will be based on evidence of potential in teaching, such as, but not limited to the following:

Teaching Effectiveness:

- Teaching evaluations: Teaching evaluations reflect potential for successful classroom instruction. Student evaluations approach means for department, college and university.
- Successful student outcomes: Evidence is provided of potential for successful student outcomes (professional certifications, licenses, acceptance to graduate school, employment in degree field, academic awards, leadership positions, student scholarship) as part of a course or outside the classroom setting.
- Mentoring students: Evidence of potential to successfully mentor students (personalized instruction, engagement in leadership roles, motivation in scholarship, professional involvement).
- Innovative methods/approaches to instruction: Evidence of potential to employ creative and novel models of teaching in response to diverse styles of learning among the constituency.
- Yearly goals: Evidence for potential in achieving established yearly goals with respect to teaching.
- Peer assessments: Multiple peer-based assessments from faculty members or established teachers at or above the faculty member's current rank indicate potential for successful teaching.
- Letters of support: Letters or correspondence from students may be submitted indicative of potential for successful teaching. The faculty member must indicate whether entries were solicited or not.
- Awards: Nominations for awards related to teaching.

Professional Development as a Teacher:

- Efforts to improve: Documented efforts are available of attempts to improve by reflecting and use of feedback from prior teaching experiences.

- Attendance (other than conference attendance) at workshops, forums, etc. purposefully intended as an effort to enhance teaching effectiveness (on campus, local area).
- Attendance at local or state conferences or professional meetings aimed at improving teaching effectiveness. Includes professional meetings assisting in the maintenance of contemporary content included in courses.
- Curriculum: Teaching or assisting in the development of new courses to improve content or a specific program. Significant revision of existing course for the same reason.
- Evidence of ongoing efforts to enhance teaching effectiveness (ensuring contemporary content, presentation of novel concepts and ideas within a given specialty).
- Support of student efforts: Evidence of availability to students outside classroom.
- Professional credentials: Evidence of efforts to enhance professional credentials relevant to teaching effectiveness (professional certifications, licenses, etc).

Associate Professor

Evaluation will be based on evidence of successful experience as described by teaching activities, such as, but not limited to the following:

Teaching Effectiveness:

- Teaching evaluations: Teaching evaluations should reflect success in classroom instruction. Student evaluations are similar to means for department, college and university.
- Successful student outcomes: Examples are available of successful student outcomes (professional certifications, licenses, acceptance to graduate school, employment in degree field, academic awards, leadership positions, student scholarship) as part of a course or outside the classroom setting.
- Mentoring students: Evidence is available of success in mentoring students (personalized instruction, engagement in leadership roles, motivation in scholarship, professional involvement).
- Innovative methods/approaches to instruction: Examples are available of successful incorporation and use of creative and novel models of teaching in response to diverse styles of learning among the constituency.
- Yearly goals: Evidence is available of achievement of yearly goals with respect to teaching.
- Peer assessments: Multiple peer-based assessments from faculty members or established teachers at or above the faculty member's current rank indicate successful teaching.
- Letters of support: Letters or correspondence from students may be submitted indicative of successful teaching. The faculty member must indicate whether entries were solicited or not.
- Awards: Nominations for awards related to teaching.

Professional Development as a Teacher:

- Efforts to improve: Documented efforts are available of improvement by reflecting and use of feedback from prior teaching experiences.

- Attendance (other than conference attendance) at workshops, forums, etc. purposefully intended in an effort to enhance teaching effectiveness (state, regional).
- Attendance at state or regional conferences or similar professional meetings aimed at improving teaching effectiveness. Includes professional meetings assisting in the maintenance of contemporary content included in courses.
- Curriculum: Teaching new courses or development of new courses to improve content or a specific program. Significant revision of existing course for the same reason.
- Evidence of ongoing enhancement of teaching effectiveness (ensuring contemporary content, presentation of novel concepts and ideas within a given specialty).
- Support of student efforts: Evidence of availability to students outside classroom, provision of additional learning opportunities above those presented in class.
- Professional credentials: Attainment/maintenance of professional credentials relevant to teaching effectiveness (professional certifications, licenses, etc).

Professor

Evaluation will be based on an established record of excellence in teaching activities, such as, but not limited to the following:

Teaching Effectiveness:

- Teaching evaluations: Teaching evaluations should indicate excellence in classroom instruction. Student evaluations exceed means for department, college and university.
- Successful student outcomes: Prominent multiple examples are available of successful student outcomes (professional certifications, licenses, acceptance to graduate school, employment in degree field, academic awards, leadership positions, student scholarship) as part of a course or outside the classroom setting.
- Mentoring students: Multiple examples are available of successful mentoring of students (personalized instruction, engagement in leadership roles, motivation in scholarship, professional involvement)
- Innovative methods/approaches to instruction: Multiple examples are available of successful incorporation and use of creative and novel models of teaching in response to diverse styles of learning among the constituency.
- Yearly goals: Evidence is clearly available of establishment of challenging yearly goals for teaching as well as achievement of goals.
- Peer assessments: Multiple peer-based assessments from faculty members or established teachers at or above the faculty member's current rank indicate excellence in teaching.
- Letters of support: Letters or correspondence from students may be submitted indicative of excellence in teaching. The faculty member must indicate whether entries were solicited or not.
- Awards: Nominations for awards related to teaching.

Professional Development as a Teacher:

- Efforts to improve: Documented efforts are available of excellence in teaching as a result of reflecting and use of feedback from prior teaching experiences.

- Attendance (other than conference attendance) at workshops, forums, etc. purposefully intended in an effort to enhance teaching effectiveness (state, regional). Presentation/ leadership role in teaching-oriented workshops, forums.
- Attendance at regional or national conferences or other similar professional meetings aimed at improving teaching effectiveness. Includes professional meetings assisting in the maintenance of contemporary content included in courses. Active participation in professional meetings focused on enhancing teaching effectiveness.
- Curriculum: Teaching new courses or playing a leadership role in the development of new courses as part of an effort to improve content or a specific program. Significant revision of existing course for the same reason.
- Evidence of ongoing excellence in teaching effectiveness (ensuring contemporary content, development and presentation of novel concepts and ideas within a given specialty).
- Support of student efforts: Evidence of availability to students outside classroom, provision of additional learning opportunities above those presented in class, engagement of students in unique activities relevant to course content, maintenance of a course website (for non-internet courses).
- Professional credentials: Attainment/maintenance of professional credentials relevant to teaching effectiveness (professional certifications, licenses, etc). Mentoring of junior faculty in enhancement of professional credentials.

Area: Research/Scholarship/Other Creative Activities

Assistant Professor

Evaluation will be based on evidence of potential research, scholarship, and other creative activities, such as, but not limited to the following:

- Professional consulting (local, and/or state level).
- Curriculum development (local schools, colleges/universities and/or businesses).
- Reviewer for refereed journals, professional programs, etc. (local, and/or state level).
- Member on editorial boards of a professional journal (local, and/or state level)
- Refereed or invited professional presentations (local and/or state level)
- Published refereed journal articles (state level)
- Published book (reviewer, editor)
- Non-refereed journal articles (local, and/or state level)
- Other publications (technical reports, proceedings, non-print media, media articles, etc.)
- Internal grants (submitted, funded, and/or unfunded)
- Software reviews
- Patents (provisional, pending, etc.)
- Awards, honors, citations for scholarship and/or creative activities (local, and/or state)
- Applied scholarship including application of a discipline's best standards and approaches as related to innovative/model programs, conferences/events, and instructional support

materials that disseminate knowledge consistent with current professional practice (local, and/or state level)

Associate Professor

Evaluation will be based on evidence of successful experience as described by research, scholarship, and other creative activities, such as, but not limited to the following:

- Professional consulting (local, state, regional/district level)
- Curriculum development (local and/or regional schools, colleges/universities and/or businesses).
- Reviewer for refereed journals, professional programs, etc. (local, state, and/or regional/district level).
- Member on editorial boards of a professional journal (local, state, regional/district level).
- Refereed or invited professional presentations (local, state and/or regional/district level).
- Published refereed journal articles (regional, district, national level).
- Published book (editor, reviewer, or co-author).
- Non-refereed journal articles (local, state, regional/district, national, and/or international level).
- Other publications (technical reports, proceedings, non-print media, media articles, etc.).
- Internal and external grants (submitted, funded and/or unfunded).
- Software reviews.
- Patents (provisional, pending, etc.).
- Awards, honors, citations for scholarship and/or creative activities (local, state, regional/district level).
- Applied scholarship including application of a discipline's best standards and approaches as related to innovative/model programs, conferences/events, and instructional support materials that disseminate knowledge consistent with current professional practice (regional, district, national level).

Professor

Evaluation will be based on an established record of excellence in research, scholarship and other creative activities, such as, but not limited to the following:

- Professional consulting (local, state, regional/district, national, and/or international level).
- Curriculum development (local, regional/district schools, national, and/or colleges/universities or businesses).
- Reviewer for refereed journals, professional programs, etc. (local, state, regional/district, national and/or international level).
- Member on editorial boards of a professional journal (local, regional/district, national, and/or international level).
- Refereed or invited professional presentations (regional/district, national and/or international level).
- Published refereed journal articles (regional/district, national, and/or international).

- Published book (reviewer, editor, co-author, chapter author, or single author).
- Non-refereed journal articles (local, state, regional/district, national and/or international level).
- Other publications (technical reports, proceedings, non-print media, media articles, etc.).
- Internal and external grants (submitted and funded).
- Software reviews.
- Patents (provisional, pending, etc.).
- Awards, honors, citations for scholarship and/or creative activities (local, state, regional/district, national and/or international level).
- Applied scholarship (includes application of a discipline specific best standards/ approaches as related to innovative/model programs, conferences/events, and instructional support materials that disseminate knowledge consistent with current professional practice, presentations (regional/district, national and/or international level).

Area: Service

Evaluation will consider the faculty member's expertise and be based on an established record of service activities reflecting a commitment to students, colleagues, departmental, college, university and community endeavors which are consistent with the university, college, and departmental missions and goals. Quality will be emphasized to a degree more than quantity.

Assistant Professor

Evaluation will be based on evidence of potential in service, such as, but not limited to the following:

Service to the Department/College/University:

- Academic advising and mentoring.
- Enrollment management (recruitment, retention, Career Day, advising potential students, etc.)
- Committee membership (all levels; appointed or elected; chair, member, task force, etc.)
- Funded economic development initiatives (contracts, donations, in-kind, fundraisers, etc.)
- Sponsor of a student organization.
- Participation in general activities, projects, or task forces organized to promote the general well-being of the University e.g. Public relations events, recruitment of students or faculty, etc.
- Other activities that support the Department/College/University missions and goals.
- Student supervision e.g. independent studies, thesis committees, graduate students, internships.

Service to the Profession:

- Participation in activities of professional societies and organizations, especially through leadership roles and at the local or state level.
- Editor or referee for a local or state journal or publication in the field.

- Referee for a granting agency.
- Consultant or technical assistant to a professional local or state agency or organization.
- Service to local or state accreditation or certification agencies/organizations.
- Testimony on professional matters to local or state governmental agencies.
- Service to classes intra- or interdepartmental (guest lecturer, demonstration).
- Service to students, staff, faculty, community (CPR/AED certification, wellness screenings, physical fitness assessments).

Service to Community:

- Discipline-related service at the local or state level.
- Performance of professional activities in a field setting.
- Public lectures, workshops, or programs on professional issues to non-professional groups.
- Professional contributions to newspaper, radio, television, or other relevant media outlets.
- Organization of professionally-related programs, workshops, conferences at the local or state level.
- Other community service that reflects well on the Department/College/University at the local or state level.

Service Awards:

- Formal recognition of service at any level within the discipline or that reflects on the general well-being of the discipline, department, college, or university.

Associate Professor

Evaluation will be based on evidence of successful experience as described by service activities, such as, but not limited to the following:

Service to the Department/College/University:

- Academic advising and mentoring (individualized advising).
- Enrollment management (recruitment, retention, Career Day, advising potential students, etc).
- Committee membership (all levels; appointed or elected; chair, member, task force, etc.)
- Funded economic development initiatives (contracts, donations, in-kind, fundraisers, etc).
- Sponsor of a student organization.
- Participation in general activities, projects, or task forces organized to promote the general well-being of the University (public relations events, recruitment of students or faculty, etc).
- Other activities that support the Department/College/University missions and goals.
- Student supervision (independent studies, thesis committees, graduate students, internships).

Service to the Profession:

- Participation in activities of professional societies and organizations, especially through leadership roles and at the local, state or district/regional level.

- Editor or referee for a local, state, or district/regional journal or publication in the field.
- Referee for a granting agency.
- Consultant or technical assistant to a professional local, state, or district/regional agency or organization.
- Service to local, state or district/regional accreditation or certification agencies/organizations.
- Testimony on professional matters to local, state, or district/regional governmental agencies.
- Service to classes intra- or interdepartmental (guest lecturer, demonstration).
- Service to students, staff, faculty, community (CPR/AED certification, wellness screenings, physical fitness assessments).

Service to Community:

- Discipline-related service at the local, state, or district/regional level.
- Performance of professional activities in a field setting.
- Public lectures, workshops, or programs on professional issues to non-professional groups.
- Professional contributions to newspaper, radio, television, or other relevant media outlets.
- Organization of professionally-related programs, workshops, conferences at the local, state, or regional level.
- Other community service that reflects well on the Department/College/University at the local, state, or regional level.

Service Awards:

- Formal recognition of service at any level within the discipline or that reflects on the general well-being of the discipline, department, college, or university.

Professor

Evaluation will be based on an established record of excellence in service activities, such as, but not limited to the following:

Service to the Department/College/University:

- Academic advising beyond normal expectations and mentoring (individualized advising)
- Enrollment management (recruitment, retention, Career Day, advising potential students, etc).
- Committee membership (all levels including chair; appointed or elected).
- Funded economic development initiatives (contracts, donations, in-kind, fundraisers, etc).
- Sponsor of a student organization.
- Participation in general activities, projects, or task forces organized to promote the general well-being of the University (public relations events, recruitment of students or faculty, etc).
- Other activities that support the Department/College/University missions and goals.
- Student supervision e.g. independent studies, thesis committees, graduate students, internships.

Service to the Profession:

- Participation in activities of professional societies and organizations, especially through leadership roles and at all levels, from state to international.
- Editor or referee for a journal or publication in the field from state to international levels
- Referee for a granting agency.
- Consultant or technical assistant to a professional state, district/regional, or national agency or organization.
- Service to state, regional, or national accreditation or certification agencies/organizations.
- Testimony on professional matters to state, district/regional, or national governmental agencies.
- Service to classes intra- or interdepartmental (guest lecturer, demonstration).
- Service to students, staff, faculty, community (CPR/AED certification, wellness screenings, physical fitness assessments).

Service to Community:

- Discipline-related service at all levels, from state to international.
- Performance of professional activities in a field setting.
- Public lectures, workshops, or programs on professional issues to non-professional groups.
- Professional contributions to newspaper, radio, television, or other relevant media outlets.
- Organization of professionally-related programs, workshops, conferences at the state, regional, or national level.
- Other community service that reflects well on the Department/College/University at the state, regional, national, or international level.

Service Awards:

- Formal recognition of service at any level within the discipline or that reflects on the general well-being of the discipline, department, college, or university.